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ABSTRACT

Following an extensive literature review and a review of programs in 16 community colleges in fourteen states, this study sets forth a guide for educational program development for senior citizens who are defined as those who are 62 years of age and older. The author recommends that: (1) a full-time program specialist be hired to institute programs and services; (2) a district Senior Citizen Advisory Committee be formed to assist the specialist; (3) an assessment of existing programs be made; (4) five program areas be established covering enrichment, retirement planning, second careers, advocacy, and direct service; (5) special recruitment approaches be used including personal contacts, staff visits to senior citizen gathering places, and announcements in senior citizen newsletters and local newspapers; and (6) community locations be used to conduct courses and programs. Designed as a tool for vocational, technical, and adult education district staff, the document also contains information on federal funding agencies. Descriptions of 24 courses designed for senior citizens and an extensive bibliography are appended. (RT)

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FINAL REPORT
Project No. 06-054-151-16B

DEVELOPMENT OF A MODEL FOR A SENIOR CITIZEN BUREAU

Keith W. Stoehr
District Director

Nicholas J. Covelli
Project Director

Gateway Technical Institute
Kenosha, Wisconsin

Wisconsin Board of Vocational, Technical and Adult Education
Madison, Wisconsin

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ABSTRACT

The purpose of this project was to develop a model for a senior citizen bureau that would be used by Gateway Technical Institute, or any other vocational, technical and adult education district in the state of Wisconsin.

Major objectives accomplished as a result of this study were: 1) to create a senior citizen bureau that would provide comprehensive services at Gateway Technical Institute; 2) to improve the delivery system in course offerings to senior citizens; 3) to improve the need assessment which is different than present students; 4) to provide a model for other vocational, technical, and adult education districts to use in the development of a senior citizen bureau.

The conceptual model was designed as a result of a literature search into the current and future outlook of senior citizen educational and program needs. Also, a further review continued into the methods or approaches used by post-high school technical institutes and community colleges providing senior citizen programs.

Results of the literature search revealed that the key to a succesful program begins with the establishment of an advisory committee, consisting of proper senior citizens, community agencies, and District staff representation. Assessing senior citizen needs ultimately depend upon their own perception of their requirements in conjunction with other support data. Comprehensive services to senior citizens includes the following: enrichment, retirement planning, second careers, advocacy, and services. To

improve the program effectiveness to senior citizens, consideration was given to: mobility (physical or personal), competition with other students, knowledge gained over the years, and lack of awareness of the Districts' potential resources.

In order to implement the model, it was recommended that: 1) a program specialist be hired and assigned the function of instituting programs and services; 2) create a Senior Citizen Advisory Committee at the District level to assist in planning and needs assessment; 3) conduct an assessment of what programs and service agencies are now providing; 4) establish the bureau into enrichment, retirement planning, second careers, advocacy, and service divisions; 5) supplement recruitment approach to senior citizens by the use of newsletters, bulletins, feature newspaper articles, and other senior citizens; 6) use outreach locations closest to the senior citizen's residences; 7) potential funding assistance to implement bureau activities.

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DEVELOPMENT OF A MODEL FOR A SENIOR CITIZEN BUREAU

INTRODUCTION

Even a cursory look at statistics on aging indicates the tremendous growth that can be anticipated in the senior citizen group during the next 25 years. "In 1975, there are about 22 million, or slightly over 10.3 per cent of the population who are 65 years of age or older. By the year 2000 this figure will reach 11.7 per cent, or over 30,000,000."[1]

As medical technology advances, senior citizens, as a group, will remain healthier longer, and fewer will be handicapped by chronic disease problems. "In 1975, 95 per cent of those 65 and over live outside of institutions and only 20 per cent of those have any impairment to their mobility."[2] There is every reason to believe that this situation will improve further in succeeding years.

The most significant question about the senior citizens of the future is: will they age the same way as did past elders vis-a-vis society? Hopefully not; growing old will take on new meaning--a new stage of living, one of activity and involvement rather than of passivity and detachment.

Senior citizens of the future will probably be less willing to sit back and take a passive role. They will be more politically active and more involved in the affairs of the community. It is unlikely that they

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[1] U.S. Department of Health, Education, and Welfare, No. 75-200006. "Facts About Older Americans," 1975, U.S. Government Printing Office,

[2] Ibid

will be as satisfied with only nature trips, bingo, or art and craft activities.

Todays middle-aged adults and youths will approach the latter years healthier, better educated, more politically aware, and better prepared for retirement than their predecessors. Chances are that they will live longer too. Bernice Neugarten uses the term "young-old"[3] to describe people between 55 and 75 years of age. She states that in the future this group will likely want "a wide range of options and opportunities, both for self-enchancement and for community participation."[4] She says that the trend has begun and that "more middle aged and older people are returning to education, some because of obsolescence work skills and others for recreation and self-fulfillment."[5]

Statement of Purpose

The purpose of this project is to develop a model for a senior citizen bureau that would be used by Gateway Technical Institute or any other vocational, technical and adult education district in the state of Wisconsin.

Objectives for the Study

The major objectives to be accomplished as a result of this study are:

1. To create a senior citizen bureau that would provide comprehensive services at Gateway Technical Institute.
2. To improve the delivery system in course offerings to senior citizens.
3. To improve the need assessment which is different than present students.

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[3] Neugarten, Bernice L, "Age Groups in American Society and the Rise of the Young-Old." The annals of the American Acadamy of Political and Social Science. September 1974, page 191

[4] Ibid, page 196

[5] Ibid.

4. To provide a model for other vocational, technical, and adult education districts to use in the development of a senior citizen bureau.

Model Design

This conceptual model will be designed as a result of a literature search into the current and future outlook of senior citizen educational and program needs. Also, a further review will continue into the methods or approaches being used by post-high school technical institutes and community colleges when providing senior citizen programs.

The model will be predicated on the following concept of today's senior citizens and of education:

1. Senior citizens are basically active, healthy, and experienced people who are capable of self-determination and a valuable contribution to society.
2. The major problems older people share are caused, not by advancing age per se, but by society's false images and stereotypes of aging and the resulting policies and programs which consequently perpetuate these stereotypes.
3. The major purpose of education is to encourage personal and societal growth through the re-evaluation of current concepts and the exploration of new ideas and concepts.
4. In general, education provided by publicly supported institutions have an opportunity and the obligation to reach out to senior citizens to create new roles and options for their later years. Up to now, most education and service programs have focused on helping senior citizens to adjust to what are seen as the limitations of age and to accept the expected patterns of living and

behavior.

5. Educational programs for senior citizens should be a joint venture and an alliance of equals between senior citizens and professionals, with senior citizens involved as initiators, planners, organizers, and active agents.

6. Senior citizens involvement in the process of program development is crucial and as important to senior citizens as the actual program content.

Therefore, the challenge to vocational, technical, and adult education districts is to provide options to meet the needs of tomorrow's "young-old."[6] There is no single group of people more in need of programs to have their abilities recognized and utilized than the senior citizens.

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[6] Neugarten, Bernice L. "Age Groups in American Society and the Rise of the Young-Old." The annals of the American Academy of Political and Social Science. September 1974, page 196.

CHAPTER I

BACKGROUND AND SIGNIFICANCE

1. Background

"In the state of Wisconsin, every resident is within the network of the sixteen post-high school vocational, technical, and adult education districts. These districts have as their prime purpose to provide the educational opportunities for the individuals throughout their lives. Since these needs vary and change, the vocational, technical and adult system is called upon to provide a wide range of educational programs and service."[7]

Gateway Technical Institute is one of the state's 16 districts and operates in the southeastern corner of the state. The Gateway District is comprised of the three counties of Kenosha, Racine, and Walworth, with a population of 350,000 residents. This population figure includes an excess of 50,000 citizens, age 60 or over, or 14 per cent.

Last year, the Gateway District enrollments totaled 46,030, which includes nearly 60 different vocational-technical programs and hundreds of non-credit continuing educational courses. An enrollment breakdown would show that approximately 25 per cent were in vocational-technical offerings and the remaining 75 per cent, in the continuing education offerings. Senior citizen enrollments, age 60 or over, amounted to 1,295, or 2.8 per cent of the total District enrollments. It is difficult to assess whether this repre-

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[7] Wisconsin Board of Vocational, Technical, and Adult Education. Opportunities Through Education. Madison: Wisconsin Board of Vocational, Technical, and Adult Education, Fall 1975, page 1.

sents a good, fair, or poor enrollment for this population segment.

Therefore, this project will set forth a guide for educational program development for senior citizens through the vocational, technical and adult education districts. It is based on the specific orientation and concept of senior citizens and education, and is designed as a working tool for Gateway District staff who are interested in providing comprehensive services.

A. Expectations

As a result of this study, the Gateway District will institute a senior citizens bureau to serve their educational and program needs. This study will provide the District with valuable information in the following ways:

1. Develop a better understanding of the delivery systems or modes for serving senior citizens.
2. Develop a better understanding in assessing needs and implementation of program offerings.
3. Develop an understanding of what constitutes a comprehensive service bureau to a population segment that is emerging in size.

II. Significance

The significance of this study can begin as viewed on a national scale in the 1971 White House Conference on Aging, which established certain priorities necessary for "improving the quality of life of older Americans, namely: creating opportunities for lifelong involvement in community affairs; expanding opportunities for lifelong development and redevelopment of human capacities; postponing dependence upon welfare solutions to aging-created conditions; and

upgrading personnel presently working in aging agencies and institutions..."[8]

Nationally, as current trends indicated," in 1975, one out of ten persons were 65 or over, and it is estimated that by the year 2000 approximately one out of nine will belong to that age group. This factor, along with people retiring earlier at age 55, or even 50, would mean larger numbers of people will face the problems of leisure time now being faced by people 60 and 65."[9]

The vocational, techni l, and adult education or VTAE system, with its state-wide mission, coincides with the national priorities when it states, "educationai opportunities for individuals throughout their lives."[10] The VTAE system has encouraged more senior citizen participation when in July, 1976, it dropped tuition charges for persons 62 or over. Current school year figures are not available at this time to prove whether this monetary change has had an impact on senior citizen involvement in educational offerings.

Program offerings in the Gateway District are generated by a number of coordinators who develop, supervise, and coordinate courses at more than 100 locations throughout the District. These coordinators generally function in broad subject matter, i.e.: business education;

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[8] Korim, Andrew S. Older Americans and Community Colleges: A Guide For Program Implementation. Washington, D.C.: American Association of Community and Junior Colleges, 1974, page 19.

[9] Glickman, Lillian L., et al. Community Colleges Respond to Elders. Washington, D.C.: United States Government Printing Office, 1975, page 1.

[10] Wisconsin Board of VTAE., Opportunities Through Education, Madison, Wisconsin, Board of VTAE., Fall 1975, page 1.

home economics; trade and industry; health occupations; general education; and service occupations. None of the above mentioned coordinator positions have a specific responsibility to provide senior citizen offerings. The demands for education programming for the youth, the employed, the under-employed, and unemployed adults receive their major attention.

The challenge confronting the Gateway District is twofold: to recognize the emergence of a healthy, active, capable generation of senior citizens who presently face many years of inactivity and leisure; and to develop a delivery system, need assessment, and comprehensive services for this new emerging population that are different than traditional methods.

Senior citizens today represent a transitional generation that differs from past generations due to: medical science which has made longer and healthier lives a reality, forced retirement policies which have increased the years of leisure, and changes in mobility and family structure which have made isolation more likely. The result is a healthy, capable, and experienced group of people who are increasingly removed from the normal functioning roles of jobs and family. While the old roles and options have been taken away, new ones have yet to be developed. The "leisure" of retirement and the freedom from the responsibility of working and/or raising a family have been idealized; however, many senior citizens find that leisure is only valued when related to periods of work and activity. Perpetual leisure, not filled with meaningful activity, can be a tedious vacumn, giving rise to depression and listlessness at any age.

"Where past generations of senior citizens could expect perhaps up to five years of healthy retirement, today they can often expect fifteen to twenty years."[11]

Educational institutions, as well as society, cannot continue to deal with this new group of senior citizens in the traditional ways and with the conventional policies. The challenge now is to discover a variety of new directions which will enable these senior citizens to best utilize their talents.

Historically, education has been the most useful medium for preparing students for a new way of life. Louis Juplan, in his report at the White House Conference on Aging, stated "the learning society is one which allows participation and personal development of all age groups as opposed to the present emphasis on career training."[12] Thus the VTAE system in Wisconsin is in a strategic position to reverse this trend because it is a flexible community resource rather than an institution for professionals or researchers. By their basic mission, as tax supported institutions, they are charged with involving the entire community in education. It is a charge which is to be taken seriously as young student enrollment declines and as newly organized groups become more vocal.

The opportunity is evident for the VTAE system to acknowledge the challenge to provide educational programs that are meaningful to senior citizens.

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[11] U.S. Department of Health, Education, and Welfare. No. 75-20006, "Facts About Older Americans," 1975, U. S. Government Printing Office

[12] Korim, Andrew S. Older Americans and Community Colleges: A Guide For Program Implementation. Washington, D.C.: American Association of Community and Junior Colleges, 1974, page 19.

A. Misconceptions and Myths About Senior Citizens

The reason that planning for senior citizens has not kept pace may be attributed to the image which is based upon misconceptions and stereotypes which, at best, fit only a small minority. The following are some comparisons of common misconceptions and myths about senior citizens with the pertinent realities:

Myth: Older people are physically weak and generally suffer from poor health.

Reality: The majority of senior citizens are healthy and capable of usual physical activity, including climbing stairs, lifting normal size packages, and walking reasonable distances. "Only a very small minority of senior citizens (4 per cent) require hospitalization or nursing home care. Only about 11 per cent are homebound. The remaining 85 per cent are in general good health."[13]

Myth: Older people are unable to learn new things.

Reality: "Research has shown that intelligence and the ability to learn do not decline with age. Speed of response and manual dexterity may decline but learning ability itself does not."[14]

Myth: Older people have great difficulty adjusting to change.

Reality: The current generation of senior citizens has lived through the transition from horse and buggy to missile and jet. It has survived the depression, two World Wars and other national

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[13] U.S. Department of Health, Education, & Welfare, No. 75-20006. "Facts About Older Americans," 1975, U.S. Government Printing Office.

[14] Simone De Beauvior, The Coming of Age, Warner Paperback Library, New York, 1973, page 52.

crises. Throughout such misfortunes the senior citizens managed to adapt, to hold jobs, to raise families, and to survive. Their very survival testifies to their ability to change. Naturally they, like the rest of the population, have certain personal routines or habits with which they are comfortable. Very often the desire to keep and follow these routines is considered a sign of inflexibility rather than recognized as a real and legitimate choice. There is a tendency to confuse such reasonable choice of routine with the inability to change. They, like others, when presented with reason and motivation for change, can change.

Myth: Older people are self-absorbed and are uninterested in general community activities.

Reality: Older people are as interested, if not more so, in community activities as are other age groups when given the opportunity to participate. "In comparison with other age groups, senior citizens have a significantly high voting rate."[15]

Also, "in comparison with the young, older people give greater attention to political campaigns and are more likely to follow public affairs in the newspapers and on television."[16] They are also increasingly involved in elderly clubs and groups. Where senior citizens are not involved in community activities, they often have been ignored by community groups and have been

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[15] Robert C. Atchley, The Social Forces in Later Life: An Introduction to Social Gerontology, Wadsworth Publishing Company, Inc. Belmont, California, 1972, page 241.

[16] Ibid.

made to feel that they are unwelcome or simply tolerated. They are rarely given leadership or decision-making positions and are often seen as having little to contribute.

Myth: Older people are interested only in simple types of entertainment, as opposed to academic courses or jobs.

Reality: There are divergent interests among senior citizens as there are among other age groups, but real options for expressing these divergent interests are most often not provided. Rather, they usually expected to spend their time in simple entertainment; so programs such as bingo, cards, and crafts, are provided for them. These programs serve the needs of one segment of the elderly population; many senior citizens attend them, not out of preference, but simply because that is all there is to do; many more do not participate at all.

Senior citizens are forced out of the job market by compulsory retirement. Many would be interested in continuing paid full, or part-time work, both for financial and psychological reasons. Some would be interested in volunteer positions or in cultivating new areas of learning if these opportunities existed.

Myth: Older people often have problems coping with every day decision-making and need assistance and counseling to insure that they limit activity, eat correctly, and take care of themselves properly.

Reality: Most older people are experienced adults who are most capable of making wise decisions as to their own abilities and life

styles. Very often they are treated with condescension and excessive solicitude by well-meaning family, friends, social workers, and other well wishers. They are advised not to overdo or to "tire themselves out." The expectation is that they should no longer continue past levels of activity regardless of their real desires and capabilities to do so. Just behind this is the implicit belief that all senior citizens are childlike and require guidance and counseling.

People who have faced the many and varied decisions that are necessary for living beyond 60 or 65 years of age are suddenly thought of as requiring help in even minor, everyday matters. While such attitudes are well-meaning, they are nonetheless, destructive of dignity and initiative and perpetuate a helpless image. Senior citizens, like other age groups, may need information and assistance on specific problems such as health, housing, or income. Because they are living on fixed incomes, they suffer more severely than do other groups from the many effects of inflation and may require more actual support from a variety of social programs. The need for informational and service programs should not be confused with the lack of capacity for self-determination.

The above mentioned misconceptions and myths, along with others, represents an indication of the prejudices and attitudes which have been termed "agism." Agism has very serious implications as to how society and educators treat

the senior citizens. If educators rationalize that if "senior citizens can't learn" or "senior citizens aren't interested in anything but entertainment," then the obligation to provide innovative programs to stimulate senior citizens and to find methods to involve them is lifted.

CHAPTER II

PROCEDURES

A literature search was made of the current and future outlook of senior citizen educational and program needs. Research information, relative to post-high school technical institutes and community colleges, was revejwed and classified into the following catagories of: current educational needs, methods and approaches used, and future outlook. The benefits derived from the literature search were to:

1. Develop an understanding of what constitutes a comprehensive service bureau to a population segment that is emerging in size.
2. Develop a better understanding of the delivery system or modes for serving senior citizens.
3. Develop a better understanding in assessing needs and implementation of program offerings.

I. Current Educational Needs

"More education for older adults seems intrinsically justified because education is self-evidently a 'good thing,' or again because old people, with time on their hands and a rising level of education, constitute a 'new clientele,' (i.e., an untapped market) for higher education in a period facing enrollment declines."[17] To date, the greatest thrust for educational opportunities for senior citizens has

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[17] Vermilye, D.W. Lifelong Learners: A New Clientele for Higher Education. San Francisco: Jossey-Bass. 1974 page 2.

come through "community colleges and through divisions of continuing education, where the laisez-faire policy of non-credit programs allow market forces to determine the curriculum."[18] "Students 'vote with their feet' by registering for courses, and in turn success--as measured by enrollment, publicity, growth, etc.--tends to confirm itself."[19]

"This situation--'open-ended,' 'learner-directed,' 'non-traditional'--seems appropriate, since the truth is that in higher education we have no clear conception of the basis of a curriculum for older adults. The notion 'lifelong learning' receives such general edorsement because it remains largely vacuous: a marketing slogan or a sentimental appeal that identifies 'more education' with 'growth,' or 'creative use of leisure time,' all of which belong to the ideology of social service.

Educational policy, as often occurs in continuing education, becomes a branch of market research; it is empirically based rather than value based. The question of 'where we want to go' and 'how we know when we get there'--in short, curriculum and evaluation--seem to make no sense at all since these questions are intrinsically value-based. This in turn means that our values about education for older people must be justified in terms of a more far-reaching philosophy, and this has not yet happened."[20]

"We end up instead asking our prospective students what they want to study. They answer us, naturally, in terms of their own past experience and their unconscious expectations about what education can provide. For example, they tend to answer in terms of subject matter rather than in terms of the goals of the process itself. We cannot expect anything else because, as a rule, people are limited by their previous experience as far as conceiving alternatives or imaginable situations.

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18 De Crow, R. New Learning for Older Americans--An Overview of National Effort, Washington: Adult Education Association of the U.S.A., Undated. page 3.

19 Korim, Andrew S. Older Americans and Community Colleges: A Guide For Program Implementation. page 18

20 Moody, H.R., Educational Gerontology: An International Quarterly, "Philosophical Presuppositions of Education For Old Age," 1:1-16, January-March, 1976. Hemisphere Publishing Corporation, Washington, D. C.

But, is this what the students want, someone may ask? How can we know ahead of time? One may reply, how do we know if we like caviar before we have tried it? How can we ask the student about a type of experience--call it 'insight' 'dialogue,' or 'self-discovery,' that is a burning sense of novelty, a white hot pursuit of thought and feeling and an absorption into a process of questioning that discloses its own answer? This is what an educational experience, at its best, can be...whether educational institutions can provide this experience remains the critical question."[21]

With the large number of older people in a population, it compels a nation to be concerned with increasing both the life satisfaction of older adults and their potential for making creative contributions to society as a whole. It is doubtful that a society can ignore the potential productivity and creativity of its older adults in terms of economics, culture, and the well-being of its social fabric.

"A need for educational planning is spotlighted by the trend toward early retirement and the antiquestion of jobs. A plan of education designed to stimulate creativity in middle and late adulthood is an essential part of keeping retired adults and those whose jobs have become outdated as active, contributive members of society. Additionally, middle-aged and older adults of the current generation have learned to value themselves on the basis of productivity in their jobs. When faced with early retirement and increased leisure time, they may go through an identity crisis. An educational system involving these people in creative thinking, new interests, and novel projects would enhance their self-concept and increase life satisfaction."[22]

Early in the process of planning a program, whether a comprehensive effort including manpower development, direct services, and

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21 Heimstra, R.P. Continuing Education For the Aged: A survey of needs and interests of older people. Adult Education, 1972 22 (2), page 100-109.

22 Alpaugh, Patricia K.; Renner, V. Jayne; Biren, James E., "Age and Creativity: Implication for Education and Teachers," Educational Gerontology: An International Quarterly 1:18 1976. Hemisphere Publishing Corporation, Washington, D.C.

community organization, or a single effort in one aspect of program implement, an advisory council on aging programs should be established by the community college.

"The advisory council is perhaps the most effective vehicle for receiving input from interested public agencies and private groups in the community, maintaining linkages with key decision makers, and influencing the formation of community priorities. Adequate representation from the elderly--the consumers, and benefactors of the programming--is essential. An effort should be made to develop an intergenerational mix in the membership of the council. Once established, the advisory council may be organized into committees to give specific attention to such matters as need assessment, staffing, resource development, and community relations. Such an approach is being used by Atlantic Community College (New Jersey)"[23]

Mc Clusky's (1974) research is an excellent example of how experience and expertise have developed knowledge of what education for the elderly should be concerned with. Drawing from experience in the preparation of the background paper on education for the 1971 White House Conference on Aging, and based on an academic development of psychology perspective, Mc Clusky has proposed a "theory of margin."

"This theory relates 'load,' or the demands placed on an older person, to 'power,' or various resources the elderly person can draw on to deal with life's demands. By elaborating on the premises of the theory of margin, Mc Clusky has deduced a hierarchy of functional needs, listed here in order of importance:

1. Coping needs
    a. 'Three R's' (reading, writing, computation)
    b. Physical needs (nutrition, exercise)
    c. Economic self-sufficiency
    d. Legal, housing, and leisure needs

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[23] Korim, Older Americans and Community Colleges: A Guide For Program Implementation. page 58 and 59.

2. Expressive needs (activity for its own sake)
3. Contributive needs (service, altruistic uses of knowledge)
4. Influence needs (political education and participation)
5. Transcendence needs (to rise above the limitations of old age)"[24]

Korim, in his review of the senior citizen's programs offered by community and junior colleges, varied both in number and content. A number of community colleges offer a single service to senior citizens such as access to the colleges' library facilities with attendant privileges or free or reduced tuition to attend courses offered by the college. At the other end of the spectrum they operate multipurpose senior centers.

"The types of services offered to the elderly by community colleges may be catalogued into seven basic groupings:

1. basic needs - oriented personal service
2. counseling and guidance services
3. informational or information-referral function
4. education and training opportunities
5. retirement planning and education services
6. recreational, social, and cultural activities
7. facilities activities"[25]

Moody, in his writings, identifies some of the major attitudes or presuppositions that guide the development of programs of education for older people and in each case to indicate the characteristic values, theories of knowledge, and assumptions about human life associated with them.

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[24] Graney, Marshall J.: Hays, William C.; "Senior Students: Higher Education After Age 62," Educational Gerontology: An International Quarterly, 1-343-359 - October-December 1976. Hemisphere Publishing Corporation, Washington, D.C.

[25] Korim, Older Americans and Community Colleges: A Guide For Program Implementation. page 58 and 59.

"Model Pattern*	Characteristic	Basic Attitude
Rejection	segregation; manditory retirement; poverty	repression, avoidance
Social Services	transfer payments (welfare, social security); professional care; senior centers	social conscience liberalism
Participation	second careers (employment or volunteer activity); senior advocacy; autonomy	social integration "normalization"
Self-actualization	individualization, psychological growth, and self-transcendence	wisdom, ego-integrity

* Model pattern or ways society tends to regard old people"[26]

These stages need not be thought of as chronological; although, as the following remarks make clear, the transition between stages has to be associated with historical changes in attitudes and public policy over recent decades.

"Stage I, the rejection and neglect of the aged, corresponds roughly to the negative consequences of industrialized societies' impact on older people, while State II is correlated with liberal policies of the welfare state designed to ameliorate those conditions. Stage III, in certain ways, evokes the 'consciousness-raising' efforts of the Gray Panthers and the demand for continued activity in the mainstream of community life as opposed to institutionalized forms of separates.

Finally, Stage IV envisages possibilities for humanistic psychological growth in old age, which today must appear strictly utopian, but in fact have significant historical precedents."[27]

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[26] Moody, H. R. "Philosophical Presuppositions of Education for Old Age," page 2

[27] Ibid, page 3

II. Methods and Approaches Used

The following summaries show the variety of educational experiences offered to senior citizens through continuing education programs in community colleges.

A. Education and Training

New York City Community College (New York)

Seniors are offered courses in Race and Ethnic Relations, Afro-American History, Urban Ecology, Women's Liberation, Art Appreciation, and Psychology. The college takes these courses to senior citizen's centers and homes for the aged within the community.

Oscar Rose Junior College (Oklahoma)

A wide variety of courses on topics that range from Oklahoma History to Comparative Religion and Flower Arranging is offered free of charge to senior citizens.

North Hennepin State Junior College (Minnesota)

Seniors are offered such courses as Basics in Reading and Writing, Public Speaking, and preparation and tests for High School Equivalency Diploma.

Community College of Allegheny County (Pennyslvania)

In cooperation with the Foster Grandparent Program, the college is offering credit courses in Sociology and Child Development, to Foster Grandparent Program participants. The courses are designed to provide insights into institutionalized handicapped children.

B. Retirement Training and Educational Services

Mattatuck Community College (Connecticut)

In cooperation with local business firms, community agencies, and the Connecticut Department on Aging, this college has developed a Pre-retirement Counseling Program. The program includes sessions that cover the following topics: Work and Retirement; Health, Family, and Friends; Living Arrangements; Legal Affairs; Social Security; Managing Your Money; Nutrition; and Good Use of Leisure Time.

Belleville Area College (Illinois)

The college offers a retirement education program for local industrial firms. Working with the firms in a release time operation, the college provides financial counseling and general informational services to employees preparing for retirement.

Flathead Valley Community College (Montana)

In conjunction with a cable television to provide retirement guidance reaching persons who normally would not attend college classes.

C. Recreational and Cultural

Northern Nevada Community College (Nevada)

Through its senior citizen center, offers field trips and social activities.

Florida Junior College (Jacksonville, Florida)

Offers a series of programs intended to improve physical fitness of older persons.

Catonsville Community College (Maryland)

This college has designed a recreational program for older persons that includes both an informational component and an exercise component. Through the program, older adults are counseled in the value of exercise and instructed in the development of an appropriate exercise routine.

D. Employment or Counseling

Copiah-Lincoln Junior College (Mississippi)

Provides an example of how a college may link elderly individuals to jobs. With assistance from the National Council of Senior Citizens and the U. S. Department of Labor, Copiah-Lincoln operates a Senior Aids Program. Through the program, the college is responsible (1) for locating low-income elderly residents who desire to work in community service jobs, and (2) for placing these aids in appropriate jobs.

Dundalk Community College (Maryland)

It conducts a guidance program for older adults, entitled Workshop in Self Discovery: A Guidance Program for Senior Persons. As a part of the program, tests relating to personal and interpersonal values, interest inventory, and aptitude are administered; and small group counseling sessions are held. During the sessions, individual problems are discussed; guidance with regard to educational and employment opportunities and constructive use of leisure time is offered.

E. Services

Seminole Junior College (Florida)

It provides an individualized information and referral system

for elderly community residents. The director of aging programs helps an individual needing a specific service to contact the appropriate agency or resource. They also publish a monthly newsletter designed to provide an exchange of information among the senior centers in the county.

Kirkwood Community College (Iowa)

Provides informational services through a speaker's bureau. Utilizing the talents of retired professionals, the college, through the speaker's bureau, provides information to elderly residents in a seven county area. Specialized areas of service are: law, finance, family guidance, health, consumer education, and housing.

F. Advocacy

Hawkeye Institute of Technology (Iowa)

Has developed an affiliation with the local Gray Panther's chapter to co-sponsor courses in Understanding Government and Community Action.

G. Need Assessment

Lakeland Community College (Ohio)

Was instrumental in developing the Senior Citizen's Council of Lake County, an incorporated Association of Predominantly older people, whose purpose is identifying elder's needs and taking action. The college provides them with staff services, research services, and assistance in developing funding. It also publishes a newsletter distributed to more than 1000 persons.

In summary, the above examples indicate that many community

colleges provide a wide range of opportunities for senior citizens in their communities. Only imagination may limit college personnel from using college and community resources to improve the quality of life for the senior citizen population.

III. Future Outlook

As the twentieth century draws to a close, the educational activity of adults, and especially of older people, will increase. The level of formal schooling is more closely related to participation in adult education than any other socioeconomic factor. If present trends continue, that level will increase dramatically. "According to census data, the median number of school years completed by those 65 and over in the United States in 1950 was 8.1. In 1970 the median had risen to only 8.7, but by 1990 it is estimated that the median will have jumped to 11.9 or just short of a high school education."[28]

"At present there are many older people who feel that they are too old to learn or that they do not have enough time to devote to further education. Houle (1975) cites a contemporary study made by the Educational Testing Service (USA) of a national sample of people aged 55-60. A good many of these people said they would like to engage in continuing education but they felt they could not succeed at it. These people were then asked what kept them from studying what they wanted to learn. The chief reason given by people aged 55-60 were: too old, 42 per cent; not enough time, 40 per cent; cost, 36 per cent; do not want full-time school, 34 per cent; job responsibilities, 23 per cent; home responsibilities, 22 per cent; time requirements for the program, 19 per cent; not enough energy, 15 per cent; and attendance requirement, 15 per cent. It seems likely that a mind set against formal education has been established in this group. But, as coming generation of the elderly will have a median formal educational level of high school graduation, this mind-set will probably be weakened."[29]

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[28] Havighurst, Robert J., "Education Through the Adult Life Span," Educational Gerontology: An International Quarterly, 1:41-51, January-March, 1976, Hemisphere Publishing Corporation, Washington, D.C.

[29] Ibid

CHAPTER III

RESULTS

The model for the development of a senior citizen bureau will be predicated on the following concept of today's senior citizen and education:

1. Senior citizens are basically active, healthy, and experienced people who are capable of self-determination and a valuable contribution to society.
2. The major problems older people share are caused, not by advancing age per se, but by society's false images and stereotypes of aging and the resulting policies and programs which consequently perpetuate these stereotypes.
3. The major purpose of education is to encourage personal and societal growth through the re-evaluation of current concepts and the exploration of new ideas and concepts.
4. In general, education provided by publicly supported institutions have an opportunity and the obligation to reach out to senior citizens to create new roles and options for their later years. Up to now, most education and service programs have focused on helping senior citizens to adjust to what are seen as the limitations of age and to accept the expected patterns of living and behavior.
5. Educational programs for senior citizens should be a joint venture

and an alliance of equals between senior citizens and professionals, with senior citizens involved as initiators, planners, organizers, and active agents.

6. Senior citizens involvement in the process of program development is crucial and as important to senior citizens as the actual program content.

I. Establishment of an Advisory Committee (Planning)

An alliance with the community of senior citizens is the key to the model. The process of forming an advisory committee or advisory council for subsequent planning is as important to program effectiveness as the resulting courses and/or services. Success hinges on involving the senior citizens in each of the formative planning steps.

There are two basic concerns in establishing and making appointments to this committee or council:

1. Choosing a representative group of members; and
2. Attaining the proper balance between the role of the consumers of service, agencies who provide service to senior citizens, and District program representatives.

II. Assessing Needs of the Senior Citizen (Needs)

The initial task confronting the District staff and the advisory committee is an assessment of the educational needs of the District's senior citizens. For effective programs, an assessment of senior citizen needs ultimately depends on their own perception of their requirements in conjunction with other supportive data. The difficulty lies in sorting out what the educational needs are, since people are often unaware of educational options available, and needs are often

unrealized or not defined.

III. Comprehensive Service Bureau (Programs)

The determination of program content, needs and desires, as evidenced in a needs assessment, must be placed within a workable framework. A synthesis of the program suggestions presented by Moody, Korim, and Mc Clusky can be grouped into five categories: enrichment, retirement planning, second careers, advocacy, and services. These are defined as follows:

A. Enrichment

Those programs and courses in which the major goal is the intellectual and cultural development of the individual. Enrichment also includes social and recreational activities developed to provide more interesting use of leisure time.

B. Retirement Planning

Programs or courses designed to help senior citizens face and understand the social, psychological, and physical problems of retirement.

C. Second Careers

This program would provide an examination of individual's potentials and options for voluntary or paid employment and to develop training and employment opportunities.

D. Advocacy

Programs and courses designed to train senior citizens to work with others to improve current conditions and to change the image of older people. Advocacy includes training senior citizens to push for beneficial legislation or to work

at organizing and informing other senior citizens.

E. Services

This represents direct social services that senior citizens can take advantage of within the mission of the District, i.e., Women's Bureau, library facilities, WGTD radio station, Speaker's Bureau, etc.

IV. Program Effectiveness (Delivery System)

There are specific characteristics that may be found among a large number of senior citizens that must be considered in order to reach the maximum number of people. Some of these characteristics are:

1. Limited mobility either from personal physical limitations or lack of transportation.
2. Fear and/or apprehension about "returning to school" and competing with younger people.
3. Knowledge and wisdom gained through years of experience.
4. Lack of awareness of the District as a potential resource.

These characteristics can influence recruitment techniques, location of the program, facilities used, and types of supporting services.

CHAPTER IV

DISCUSSION, IMPLICATIONS, RECOMMENDATIONS

1. Discussion

During the last quarter of the 20th century, American Society will continue toward greater industrialization and urbanization. Technological developments will probably advance rapidly, making it increasingly difficult for workers to keep pace with changes that affect their jobs. As a result, younger workers, more recently educated in what probably will become a more technically orientated system, will have more up-to-date, thus more valuable knowledge than their older counterparts. The youth-oriented society will undoubtedly persist in regarding work as the most important factor in determining their position in and worth to the society.

"Because future technological development will both accelerate the rate of a person's obsolescence"[30] in industry and also make it possible for a smaller proportion of workers to produce the necessary goods for society, a corresponding reduction in compulsory retirement to 60 or even 55 can be anticipated. As a result, it is possible that the lower limits of what is called "old age" will be reduced accordingly.

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[30] Binstock, Robert A., "Aging and The Future of American Politics." Political Consequences of Aging. The Annals of the American Academy of Political and Social Science, Vol. 415, September, 1974, page 199

What can be predicted is that more senior citizens than ever before will be living longer and as "population predictions indicate, more than 30 million senior citizens over 65 by the year 2000."[31] "At the present time, the number of people over 65 is increasing more rapidly than the population of the nation as a whole."[32] If there is a major breakthrough in the cure of heart disease or cancer or both, the figures will climb even higher.

"In the future, elderly women will outnumber men to even a greater extent than they do today. Elders will also be better educated, healthier, and more physically mobile than ever before."[33] "Probably tomorrow's elders will be slightly more affluent than elders today; and more of them will be living alone."[34]

Increasing numbers of today's younger people will live longer, healthier lives following their work careers and consequently "old age" will become a more active stage in the life cycle. People will likely be seeing increasing options for activities during their retirement, and retirement itself will take on new meaning as an entrance into new roles and new activities, not as an exit from the old roles as it primarily is today.

Finally, as the population increases and the age of retirement decreases, there will be increasing numbers of healthy, "young" senior citizens able to perform many tasks in and for the community.

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[31] U.S. Department of Health, Education, and Welfare, No. 75-200006. "Facts About Older Americans,"

[32] U.S. Department of Commerce, U.S. Government Printing Office, 1973, "We, The American Elderly"

[33] Ibid

[34] Ibid

Ways need to be continually developed to harness the untapped resources of senior citizens to help meet the communities economic and social needs.

II. Implications

The implication of the research results will be presented relative to the implementation of the model to the Gateway District.

A. Establishing An Advisory Committee (Planning)

In choosing a representative senior citizen advisory committee, it is tempting to call on a few very active older people who may already be connected with the District or to use an existing organized club to serve as the planning group. While this approach may save time and research at the outset, in the long run it can be detrimental to ultimate program success. When working with specific organizations their goals and objectives may not coincide with the District's mission and programming may become slanted toward their group needs.

Some initial research on the general characteristics of senior citizens in the District should be done in advance or naming the committee members and putting them to work. The basic factual information needed to achieve an overview of the District's older population includes:

Number of senior citizens

Percentage of population

Areas of high density

Income levels

Age and sex breakdowns

Residential arrangements (living alone, senior housing, living with families, living in nursing homes)

This information can generally be obtained from a combination of census reports and information compiled by the Wisconsin Division on Aging, Department of Health and Social Services. This state agency would also be knowledgeable of any other existing special studies of the District's elderly population.

Once this general overview of the elderly population is obtained, the next step is to identify the clubs and organizations for senior citizens that exist in the District and to determine the section of the elderly population each represents. It would be helpful to speak with a number of these groups and with a number of senior citizens. There may be several groups in a community each claiming to represent the elderly. In truth, each usually represents one segment of the community senior citizens. While the number and types of organizations for senior citizens vary greatly from town to town and city to city, there are two large national organizations which have many local chapters, namely: the National Council of Senior Citizens, and the American Association of Retired Persons/National Retired Teacher's Association. In addition, counties have Commissions on Aging, and cities and towns have golden age clubs, ethnic-based senior clubs, and clubs for retired union workers and retired professionals. Also, senior citizen centers and housing complexes for the elderly have their own clubs. There are many elderly in the community who may not be represented by organized elderly groups and from whom representatives should be sought. For example, elderly people in

nursing homes are often capable of participating in certain programs. A resident of a local nursing home should serve as a member on the committee.

After having learned the characteristics of senior citizens in the District, the existing clubs and organizations, and what portion of senior citizens they represent, a committee of about 8 to 15 senior citizens should be selected. This is large enough to insure representation, but small enough to be a true working group.

It would be extremely difficult to set guidelines as to the makeup of the committee, but as suggested by Korim, strive for "intergenerational mix" when choosing members:

representation of different income levels

equitable distribution of men and women

representation of different age levels from 55 years on

representation of working and retired senior citizens

representation for different geographical sections of the District

representation of different types of living arrangements

representation of institutionalized elderly

representation of different educational background

representation of different minority and ethnic groups

Attaining the proper balance between the advisory committee and the District is extremely important to its success. Some advisory committees serve as sounding boards and rubber stamps of policies already set. In a sense, they exist solely to legitimize

decisions already made. Senior citizens are usually expected to attend meetings, ask a few questions, and nod their heads in approval while others make decisions and implement the programs. Such an advisory committee provides no real input to the District administrator and usually does not succeed in giving senior citizens even an illusion of participating.

Attaining the proper balance between the roles of the advisory committee members and the District staff is difficult. However, each does have a complementary task and their roles can be mutually supportive. Through input from the advisory committee members, the District administrator greatly minimizes chances of making errors due to oversight or ignorance of senior citizen interests and habits or of other activities and programs for senior citizens in the community.

This does not mean that senior citizens become experts in education any more than it means that the District staff can fully understand the problems senior citizens face. Rather, this does mean that both have special, equally important areas of expertise which are essential ingredients for the most effective program development.

B. Assessing Needs of the Senior Citizen (Needs)

An assessment of senior citizen needs ultimately depends on their own perceptions of their requirements in conjunction with other support data. Talks with small groups of senior citizens or individuals pointing out options and finding out about their habits and interests constitutes one valuable

method of need assessment.

Another way of assessing needs is to develop an instrument which will give information on senior citizen's major problems and interests as well as on their choice of educational programs. Since the purpose of the instrument is to assess the needs of a representative sample of senior citizens and the advisory committee was chosen on the basis of its representativeness, the instrument should be given first to its members. However, they constitute only a small sample so other senior citizens in clubs, nursing homes, senior residences, and a general mailing list need to be considered in the sample. There is a major benefit to taking a large sample--the more people reached, the more likely local interest and enthusiasm is developed and the more people will be involved in the process.

C. Comprehensive Service Bureau (Programs)

The ideal situation would be for the District to offer well-rounded programs to senior citizens in the first four categories of enrichment, retirement planning, second careers, and advocacy, because in almost every community there will be some interest in each, and then offer "services" only in special circumstances. Realistically, the District has limited budgets and resources and should choose to focus on one or two areas or possibly develop a program which includes some limited programs in each area. The program area or areas chosen will depend on: 1) needs and desires as obtained through needs assessments; 2) the District's ability to provide such programs either

alone or in conjunction with other community groups.

3) the existence of other community agencies or organizations who already provide these programs or are more capable of and willing to provide them.

The following is a separate discussion of each of the mentioned program categories and how they are adapted to the Gateway District, giving general purpose and content of the program.

1. Enrichment

Those programs and courses in which the major goal is the intellectual and cultural development of the individual. The purpose of enrichment programs is to provide creative and meaningful use of leisure time. This is a category in which the District is least likely to require advice since there are areas in which the staff has expertise. Listed below are categories of enrichment programs, some selected courses already being offered, as well as suggestions of particular interest to many senior citizens. (Appendix A Course Descriptions)

a. Business

1. Estate Planning (Wills and Trusts)
2. Income Tax Preparation
3. Law for Everyday Living

b. General Interest

1. Creative Writing for Senior Citizens
2. Current Issues Facing the Elderly
3. Defensive Driving for Senior Citizens
4. Growing Older and Staying Young
5. Living Alone
6. Simple Exercise for Keeping Fit
7. Freeway Driving (1 session)
8. Winter Driving Conditions (1 session)

c. Crafts

1. Holiday Handicrafts
2. Art, Drawing and Painting
3. Nature Art
4. Stained Glass for Beginners
5. Macrame

d. Health

1. Living With Diabetes
2. Living With Arthritis
3. Living With Heart Disease

e. Home Living

1. Cooking for One
2. Budget Meals
3. Christmas Gifts From the Kitchen
4. Saving Money at the Supermarket
5. Nutrition

2. Retirement Planning

Programs or courses designed to help senior citizens face and understand the social, psychological, and physical problems of retirement. An effective retirement planning program should be started with individuals in their early 40's and continued off and on until after retirement. However, most retirement planning programs are offered to people either just approaching retirement or recently retired. When the District develops this program, contact with local businesses and unions to discuss possible cooperation in recruitment, program development, and provision of facilities is necessary. A retirement planning program, when designed, should basically cover three different aspects of retirement: anticipating the many changes in relationships and life styles; learning how to make ones way through the service system of programs and available benefits; and developing a new life style.

Most people are not prepared for the many changes and repercussions of retirement. Listed below are the types of adjustments necessary:

a. Developing a new relationship with a spouse where constant togetherness can cause problems in even the happiest of marriages.

b. Developing new relationships with friends. Many social contacts come largely from work.

c. The sudden loss of routine and often a sense of worth. Individuals whose identities have been as a machinist, teacher, editor, or firefighter, must suddenly put "retired" before these identifications and see this as an indication of uselessness and a "has been" status.

A retirement planning program must deal with these changes and their impact by helping senior citizens to expect and anticipate them, and to find ways of coping successfully.

3. Second Careers

There are many senior citizens who like to work, not only as a part of their life philosophy, but they need the activity and stimulation provided by employment. Furthermore, many senior citizens are living at the poverty level because pensions, social security payments, and savings have been eroded by inflation. They need to earn added income to be self-supporting and lead an active life. The demand for such programming is likely to become greater and it makes sense that senior citizens represent a talented and experienced human resourse. There are many

tasks in their community they can do--in social services, business, and government.

A program in second careers should include the following components:

a. Assisting senior citizens in assessing talents and desires

b. Training

c. Job opportunities and development

d. Placement and follow-up

The Senior Citizen's Bureau could assist in all areas of development with the cooperation of the Senior Citizen's Advisory Committee working together to build liaison relationships with businesses and government agencies.

Many training programs like this have failed due to neglect of the component on "job opportunities and development." Employer acceptance of the individual senior citizen is crucial to the second careers concept. A first step must be to replace stereotypes on aging with a more accurate picture of the characteristics of the older adult. Senior citizens score high on competence, dependability, experience, judgment, and low job turn-over. It is true that physical changes occur with age, but they may be compensated for by appropriate reassignment within the company in preference to mandatory retirement. Job analyses with the older worker in mind, can do much to eliminate arbitrary physical and educational requirements which unnecessarily favor younger workers. Where possible, the employer should be assisted to set up retraining programs for all employees because all of them face a lifetime of change, within

and outside of the world of work. It will be vital to clarify the costs of pensions, compensation programs, and social security payments for older workers because these are often mistakenly thought to be prohibitive. The objective, when contacting employers, is the promotion of individual consideration based upon experience and qualifications, not upon chronological age.

Individual guidance, a major aspect of the second careers program should include:

a. analysis of personal characteristics, needs and qualificacions, testing as appropriate

b. instruction in the preparation of job applications and the resume, and how to develop a plan of action

c. exploration of the client's feelings, attitudes, and expectations

d. encouragement to take needed training

e. building of self confidence

f. information on the labor market, a realistic assessment of occupational choice, and analysis of the success probability

Before a second careers program is initiated, thorough planning into job placement and training is necessary for its success.

4. Advocacy

Programs and courses designed to train senior citizens to work with others to improve current conditions and to change the image of older people. Within this area the District can develop programs and courses designed to instruct senior citizens on the basics of the political and economic system and how they directly affect the conditions of senior citizens. Courses

developed to instruct such techniques as organizing, lobbying, and writing press releases for the media can be particularly effective if done in conjunction with organized clubs and groups in the community. Periodic seminars on specific pending national and state legislation could be scheduled. The District staff must take into consideration that funds are used to inform and not to support an issue, bill, or candidate.

5. Services

The Gateway District has many services already developed that can assist senior citizens with only slight modifications. For instance, to name a few, the radio station WGTD could schedule programming as well as announcements directed to senior citizens who lack mobility in getting to the campus. The Women's Bureau, with its programs developed for self-awareness, ability assessment, and counseling, could be instrumental in helping women adjust to personal problems in their middle to late years. The Work Evaluation Center, with its testing of vocational abilities and aptitudes, along with the placement counselor, could be useful when implementing the second careers program, only to name a few. There are numerous programs or support services being offered by the District that, with a little creativity or alteration, could be made suitable for senior citizens.

Also, now that nutrition sites are a daily gathering point for senior citizens in the District, arrangements could be worked out so that educational or informational programs can be developed.

D. Program Effectiveness (Delivery System)

1. Recruitment

Traditional methods of announcing course listings in local newspapers for student recruitment may be successful for younger students, but for senior citizens additional supplemental approaches are used to stimulate interest in courses and programs. In addition to the usual use of the public media for announcing programs, putting special announcements and articles in newsletters and bulletins published by local senior citizens and golden age clubs would probably help. Some community colleges found that feature stories in the local papers on program participants and content rather than mere announcements were effective in promoting interest. Church bulletins are also often widely read by the senior citizens, making it another method for communications.

When recruiting senior citizens, no one medium is as effective as direct contact with the prospective participants. Personal appearances and contact by staff, or better yet, other senior citizens familiar with the program are by far the best methods of recruitment. A community college in Pennyslvania recruits senior citizens by setting up booths in local shopping centers and malls. Other places to visit in the recruitment would include: county commissions on aging, church groups, veteran's clubs, elderly housing projects, recreation centers, libraries, nursing homes, places of business and industry that employ or cater to senior citizens.

Nursing homes and homes for the aged are often overlooked as recruitment possibilities. However, when recruiting at these locations, the District staff must realize that facilities and accommodations for conducting the class or program at the location must be adequate to ensure success.

2. Location of Programs

The prime factors that influence the location of the program are: accessibility of the campus; availability of transportation; availability of suitable off-campus sites; fears among some senior citizens about an educational environment; sharing classes with young students; and suitability of the campus for use by those with physical limitations.

If the senior citizen population isn't familiar with, or is fearful of educational programs, holding programs in places familiar to them can eliminate potential concern about being "on campus." Senior citizen centers and public buildings such as city or town halls, recreation centers, etc., are often places to hold programs.

Successful programs have been conducted by community colleges in nursing and retirement homes, retirement villages, public housing and trailer parks occupied by large numbers of senior citizens. Thus, flexible and innovative use of options is helpful when selecting the location of programs.

3. Support Services

One of the major problems that many senior citizens face is lack of transportation. This is particularly a problem

faced in rural and suburban areas where public transportation is minimal or nonexistant. Many senior citizens choose not to have or cannot afford an automobile. No specific solution is offered to this problem, but the following are some suggestions gleaned from the experiences of others.

a. If the program can afford a bus to transport senior citizens to and from programs.

b. A local automobile dealer might provide one for advertising.

c. Potential funds available through state office on aging and/or Area Agency on Aging. Certain educational funds may be available from other state or federal sources.

d. Borrow a bus if possible from groups or churches. Also, school buses might be available during off hours for senior citizens.

e. Shared rides with other students or participants.

f. Recruitment of volunteers to drive senior citizens to courses or programs.

The physical limitations of some senior citizens require close scrutiny of facilities before they are used. Generally, the more physical barriers there are, the fewer senior citizens will have access to the program. Stairs can be a major problem; therefore, classrooms should be on the first floor and in no case, above the second floor unless an elevator is available. Also, the availability of bathrooms to physically handicapped should not be overlooked when planning programs. Avoidance of such barriers assures greater chances of successful programs.

4. Instructing the Older Adult

Basic to any educational undertaking is a focus upon the characteristics of the learner. The instructor of older adults needs a knowledge of aging and the aged in addition to knowledge of his field. An understanding of aging is necessary to avoid inappropriate expectations and misconceptions. Societal stereotyping which obscures personal individuality must be rejected.

a. The Student

The older student may have internalized the stereotypes of agism and believe that "You can't teach an old dog new tricks." Those who grew up at the turn of the century may be overwhelmed and humbled by the new world of prolonged formal education. In the past, formal learning and life experience were seen as separate paths to education, the latter having been the lot of the senior citizen. To many the philosophy of lifetime learning is new; only recently have older adults been offered the opportunity to learn in an educational setting. For some, classes seem irrelevant; for others, threatening. Some adults may be defensive about their lack of formal schooling, in spite of a rich life experience. Although some individuals are attracted by the intellectual activity of college-level courses, far more older adults seek practical learning with the goal of mastering a hobby, a game, or a task. They appreciate and need tangible signs of progress.

An important aspect of student involvement is both social and psychological. The social interaction with other

students, and participation in class discussion are very important factors in making for a satisfying experience. The psychological aspect is recognizing the student's capabilities and life experiences to bolster their self-esteem. Furthermore, the closer the new information is to their life situation, the easier will be the learning process.

b. The Instructor

The good instructor will center on the needs of the learner, recognizing both the special characteristics of older students and the need for individuality within the group. Aware of possible anxiety toward new situations, the instructor should promote a friendly atmosphere by a flexible, accepting manner. The instructor must possess an empathy toward older students, aware of their characteristics and handicaps but also appreciative of their diversity and durability. Also, respect their needs, feelings of security, dignity, and self-respect, as well as demonstrate an interest in others to make the time together rewarding and satisfying.

The instructor should accept the fact that the students are mature individuals, very knowledgeable about certain life experiences. Instead of seeing their knowledge as a challenge, encourage their response and participation. Their contribution increases the information available to the group and demonstrates their ability to relate new

facts with their life experience. Such involvement strengthens the learning process.

The instructors should encourage positive feedback to sustain a good self-image, good preparation and varied presentation of material to maintain interest, adequate time for learning, and reinforcement of the older adult's ability to cope in a changing world.

5. Staffing and Financial Sources for a Senior Citizen Bureau

A major challenge in developing a program surfaces in making the most of available resources and seeking out new ones. There are resources, both human and financial, which can be obtained by the enterprising and determined District staff. As stressed earlier, involvement of senior citizens in program development and implementation not only contributes to program success, but also must be seen as a goal in itself. Senior citizens can perform a number of essential program tasks which would normally be undertaken by paid staff. A few examples of such tasks follow:

a. Assisting in community needs assessment, including distribution of needs assessment instrument and analysis of results.

b. Recruiting students through talks to senior citizen groups, direct mailing material, and staffing information booths in senior centers and other areas where senior citizens congregate.

c. Approaching community groups and local industry for donations of materials and space.

d. Developing car pools and working out transportation schedules.

Ultimately, educational programs for senior citizens will need sources of direct funding beyond the limitations of the District's budget. A major source for such funding is the Federal Government. Three different Federal agencies are particularly appropriate for directing such program proposals, the Administration on Aging, the Office of Education, and the Department of Labor.

a. Administration on Aging, U.S. Department of Health, Education, and Welfare

1. Older Americans Comprehensive Service Amendments of 1973

a. Purpose

Title III of these amendments can provide funds for development of wide range of cultural enrichment and direct service programs for senior citizens, and for planning need assessment, outreach, and transportation aspects of the program.

Title VII provides funds for nutrition education and other supportive services such as information and referral.

b. Administration

1. Division on Aging, Department of Health and Social Services, Madison, Wisconsin

2. Area Agency on Aging 2B, Waukesha, Wisconsin

b. Office of Education, U.S. Department of Health, Education, and Welfare

1. Higher Education Act of 1965

a. Purpose

Title I, part A support community service and continuing education programs to meet the needs of senior citizens, retirement planning, and general enrichment programs.

b. Administration

Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin

c. Department of Labor

1. Senior Community Service Employee Program (SCSEP)

a. Purpose

Title IX, Older American's Act, purpose to employ economically disadvantaged persons age 55 and over in part-time, community-service jobs. Participants work in day-care centers, schools, hospitals, facilities for the handicapped, senior citizen centers, etc. They also receive yearly physical examinations, personal and job-related counciling, job training, placement in regular unsubsidized jobs. Their wages average about $2.50 an hour.

b. Administration

Operated by five national organizations: Green Thumb, Inc., an arm of the National Farmer's Union; the National Council on the Aging; the National Council of Senior Citizens; the National Retired Teacher's Association; American Association of Retired Persons; and the U.S. Department of Agricultures' Forest Service.

2. Comprehensive Employment and Training Act, as amended in 1974 by the Emergency Jobs and Unemployment Assistance Act, and in 1976 by the Emergency Jobs Program Extension Act of 1976.

a. Purpose

It provides training and job development for older workers.

b. Administration

Tri-County CETA, Job Services Offices in Kenosha, Racine, and Elkhorn.

Another funding source would be private foundations, although some have restrictions on funding public institutions.

Nevertheless, they should not be overlooked. Local foundations are particularly receptive to funding programs in the immediate community and should be approached before larger national foundations.

Dictionary of Foundation is an excellent source that lists private foundations by state, along with an explanation of the types of projects they fund, areas of special interest, and monies available.

III. Recommendations

The purpose of this project was to develop a model for a senior citizen bureau that would be used by Gateway Technical Institute or any other vocational, technical and adult education district in the State of Wisconsin.

The major objectives for the study were:

1. To create a senior citizen bureau that would provide comprehensive services at Gateway Technical Institute.
2. To improve the delivery system in course offerings to senior citizens.
3. To improve the need assessment which is different than present students.
4. To provide a model for other vocational, technical, and adult education districts to use in the development of a senior citizen bureau.

Therefore, the recommendations stated below are necessary for the implementation of a comprehensive senior citizen bureau.

1. A program specialist be hired and assigned the function of instituting programs and services related to senior citizen needs. The time assigned to these duties should

be separate and distinct, permitting a sufficient opportunity for carrying out its function.

2. Create a Senior Citizen Advisory Committee at the District level with representation from senior citizens, agencies who provide services to senior citizens, and District staff. This committee would assist the program specialist and District staff in assessment of needs, program designs, and recruitment of senior citizens.

3. In an effort to eliminate a duplication of effort in programs and services, conduct an assessment of existing senior citizen programs and services now being offered by other agencies.

4. Establish five program areas for service to senior citizens, namely: Enrichment, Retirement Planning, Second Careers, Advocacy, and Direct Service.

As a logical pattern of growth toward a comprehensive bureau, the first year should be directed to offering "Enrichment" and "Retirement Training" programs. The second year programs and services in "Second Careers" and "Advocacy." The most difficult of all four program areas will be the "Second Careers" and by postponing the effort until the second year would provide District staff an opportunity to study the effort. District services, like the Women's Bureau, WGTD, Work Evaluation Center, and Speaker's Bureau can assist

in the proper development of their services during the first year.

5. That supplemental approach to the recruitment of senior citizens be implemented which is different than career or goal oriented students. Such supplemental approaches would be special announcements in senior citizen newsletters or bulletins; local newspaper articles about the program; personal contact by other senior citizens who support the program; and visits by staff to gathering points where senior citizens frequent or live (nursing homes, senior centers, or housing projects.)
6. That outreach locations in the community, i.e., nursing homes, senior centers, neighborhood centers, and church locations be used to conduct courses and programs. The proximity of the program to the senior citizen is imparative because they usually rely on transportation services; also knowing the location and facility would help reduce their anxiety to an educational environment.
7. That immediate consideration be given to seek out potential funding assistance to implement the bureau as a model for the State VTEA System. Potential sources like the Wisconsin Division on Aging, Area Agency on Aging, or the Wisconsin VTAE System.

DEFINITION OF TERMS

Senior Citizens - in this study, it refers to persons 62 years of age and older; used interchangeably with the terms "elderly," "older people," "older adults." This age span is acknowledged to be an arbitrary choice; other age boundaries, such as 55 to 65, are used for different program and statistical purposes.

Bureau - is a specialized administrative unit established for exchanging information, making contacts, and coordinating activities.

Program Specialist - is a person who would devote his/her entire work effort to a specialized program area by developing, supervising and coordinating its programs and services.

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APPENDIX

APPENDIX A

BUSINESS

1. Estate Planning (Wills & Trusts)
2. Income Tax Preparation
3. Law For Everyday Living

GENERAL INTEREST

1. Creative Writing for Senior Citizens
2. Current Issues Facing the Elderly
3. Defensive Driving for Senior Citizens
4. Growing Older and Staying Young
5. Living Alone
6. Simple Exercise for Keeping Fit
7. Freeway Driving (1 Session)
8. Winter Driving Conditions (1 Session)

CRAFT

1. Holiday Handicrafts
2. Art Drawing and Painting
3. Nature Art
4. Stained Glass for Beginners
5. Macrame

HEALTH

1. Living with Diabetes
2. Living with Arthritis
3. Living with Heart Disease

HOME LIVING

1. Cooking For One
2. Budget Meals
3. Christmas Gifts from the Kitchen
4. Saving Money at the Supermarket
5. Nutrition

Business

Estate Planning (Wills & Trusts)

A valuable course for the individual planning disposition of his or her estate. Topics to be discussed will include; types of ownership of property, disposition by will and gifts during lifetime, role of life insurance, use of trust in estate planning, death taxes. An explanation will be given of the recent changes made in the probate laws.

Income Tax Preparation

This course will provide the necessary background to those who are interested in income preparation or as a review for those who are or have been employed in tax work. The course will review schedules and forms, procedures and review tax codes. The course will concentrate of individual tax reporting, case problems will be used to help enrollees become familiar with forms and schedules.

Law For Everyday Living

Practical aspects of law including: buying and selling your home; automobile accidents and ownership; why make a will; and settlement of estate. Taught by a practicing attorney.

General Interest

Creative Writing for Senior Citizens

The course would be devoted to the actual writing or materials such as short stories, poetry, essays, etc. This course should provide the students with a workable background that will not only allow him to improve his writing skills but also provide him with the skills necessary to analyze and evaluate the writers of today and yesterday.

Current Issues Facing the Elderly

Class content will be based on events of the preceeding week including local, state, national, international, and miscellaneous news. Students are encouraged to bring news clippings they feel would be of interest to others in the class. Topic headings are placed on an overhead projector and questions are asked to stimulate discussion of each item.

Defensive Driving for Senior Citizens

Every type of accident in the standard classification of fatal accident types is discussed from the standpoint of what the driver reasonably can do to prevent it.

Growing Older and Staying Young

We shall share our experiences in meeting the changes of the passing years. Ways in which we can maintain optimal physical health by activity and a positive mental attitude will be explored. By learning something new each day our minds are kept open to experience and that is what life is all about.

Living Alone

This is a valuable course for persons who face the adjustment of living alone. It covers the personal and family adjustment to bereavement, social adjustment, financial and legal affairs, employment, careers, and volunteer service, housing and household management.

Simple Exercise for Keeping Fit

General exercise for senior citizens. Consisting of exercises to help tone muscles and aid in mobility and body awareness, jumping or dancing to improve cardiovascular, and relaxation time to cool down. Safety, posture and students' well being will be stressed to help improve students attitude toward feeling good physically.

Freeway Driving

Freeway driving consists of a film presentation to aid in understanding freeway driving. It includes a bus tour narrated by a deputy sheriff who will describe the various interchanges, the signs, markings, and design features as the bus passes through them. There will be a stop-over for luncheon before return trip. Participants will pay for their own meals.

Winter Driving Conditions

A seminar designed to provide motorists with the understanding of the hazardous conditions created by winter weather and the special defensive driving skills and adjustments needed to drive safely.

Craft

Holiday Handicrafts

Explore the possibilities of working with natural objects such as pine cones, pods, leaves, flowers, to arrive at interesting decorations and gifts for the holiday season.

Art Drawing and Painting

This is a basic course in creative drawing and painting. The

course will cover all the elements of composition, design and color and is designed for the person with no art background as well as the student who has had previous art experience. After we have established individual needs, the student and teacher will work on a one-to-one basis. The student supplies his own materials and subject matter.

Nature Art

Make your own stationery, greeting cards, jewelry, wall hangings and castings, plaques, wreaths and candle rings from purely natural materials, Course includes processing fruit and flowers for Della Robbia and Williamsburg wreaths. Also in miniatures, make natural accesories for miniature rooms - wallpaper, plaques, wreaths, pictures, etc.

Stained Glass for Beginners

The basic technique of designing, cutting, leading, and soldering unique stained glass ornaments will be taught. Students will progress at their own speed on their individual projects. Students must purchase materials.

Macrame

Learn the art of knotting. Used for wall hangings and for such items as pacemats, purses, pillows, garments, etc. Students purchase own materials.

Health

Living with Diabetes

Designed for the individual with diabestes as well as members of the family or any interested person. The course consists of instruction on diet, personal care, diabetic drugs, signs of shock and coma.

Living with Arthritis

A course designed to develop the cause, prevention, polative and medical treatment of degenerative arthritic conditions.

Living with Heart Disease

A series of classes developed to explore the cause, prevention and care of heart conditions. Emergency resuscitation procedures will also be explored.

Home Living

Cooking For One

A course designed to develop the habit of maintaining a well-balanced diet. Also, how to be able to cook larger quantities and freeze portions for later.

Budget Meals

This course will offer meals that are easy on your budget and interesting as well. Some ideas for low-cost meats as well as some new baking ideas. We'll make sourdough bread, too. Company fare on a budget.

Christmas Gifts from the Kitchen

Start crossing names off your Christmas list early by giving gifts people appreciate most - make relishes, sauces, fruit cakes, cookies and candies.

Saving Money at the Supermarket

Money saving selections of all food items. Learn about weekly specials, coupon items, quantity bargains, and reading labels. Store selection consumers ability to control prices.

Nutrition

One session for each of the following: Basic nutrition, Food Labeling, Cholesteral and fats, Food additives and Menu planning. There will be food preparation at each session.

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